

District Improvement Plan

Archive Date: 06/30/2011, Report Status: Submitted

School Year: 2011 - 2012

District Name: Sparta Area Schools

ISD/RESA: Kent ISD

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

Superintendent: Mr. Kent Swinson

Building Code: 41240

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

Contents

Introduction	3
District Information	5
Vision, Mission and Beliefs	6
Goals	7
Goal 1: ELA and Content Area Reading	7
Goal 2: ELA and Content Area Writing	27
Goal 3: Math	36
Goal 4: Science	52
Goal 5: Social Studies	59
Resource Profile	67
Assurances	68
Stakeholders	70
Statement of Non-Discrimination	73
Conclusion	74

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:	Sparta Area Schools
ISD/RESA:	Kent ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	41240
City:	Sparta
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our Purpose is to teach children the skills and attitudes needed to be productive members of society in order to improve the quality of life for all.

Mission Statement

The Sparta Area School (SAS) District is committed to work in partnership with students, families and the community. Our goal is to ensure that all students master the essential skills and develop the attitudes and behaviors necessary to function successfully in a changing world. This partnership is committed to guarantee an educational environment designed to challenge all students to achieve their highest potentials.

Beliefs Statement

We believe...

- * all students can learn, individually, and collaboratively; and that a student does learn is more important than when or where.
- * learning is an accountable partnership involving staff, students, parents and community members.
- * the partnership creates the conditions for students' success in the school environment.
- * decision-making for problem solving and planning is a shared process.

SAS Core Principals:

- * SAS will cultivate a culture of respectful relationships
- * SAS will focus on effective instruction
- * SAS will utilize a data driven, fiscally responsible systems approach to guide decision making.

Goals

Name	Development Status	Progress Status
ELA and Content Area Reading	Complete	In Progress
ELA and Content Area Writing	Complete	Open
Math	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

Goal 1: ELA and Content Area Reading

Content Area: Other

Development Status: Complete

Student Goal Statement: All students will be proficient in reading

Gap Statement: The district subgroups of ELL and Special Education have under performed their cohorts in the district as compared to comparisons between district vs. county and state aggregate subgroup performances on MEAP/MME and ACT and in-house criterion referenced tests.

Cause for Gap: The belief is that we lack a comprehensive intervention process district-wide.

Some groups spend an in-ordinate amount of time pulled away from core instruction in the regular educational environment.

Lack of system-wide common instructional framework and common transparent and transposable instructional strategies.

District Lacks the ability to use technological tools and resources for adapting instruction, assessment generation, data housing, retrieval and processing of disaggregated data including student performance, perceptual and parental participation rates.

District lacks a coherent, articulated and aligned viable curriculum w/ common learning targets, summative assessments, and critical content vocabulary.

District lacks a common philosophy and set of processes for developing a self managing classroom and building relational capacity w/ all shareholders.

Multiple measures/sources of data you used to identify this gap in student achievement: CIMS Compliance Data shows lower proficiency rates on Statewide assessments, and, although improving, lower participation in regular ed settings rates for special education students.

MEAP/MME and ACT Data shows the ELL and Special ed. subgroups perform lower than their district cohorts. In-House Criterion References Test Data is not fully accessible across the district to monitor and disaggregate student performance data.

Building Perceptual Data is not unified, yet consistently shows a need to address exceptional students' needs.

Power-School parent/teacher conference participation and student attendance data has not disaggregate by subgroup.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP/MME and ACT Student performance data shows no gap in student

performance. Sustained

CIMS data shows at least met State Targets in participation and proficiency of statewide assessments, % of time in regular ed settings, % of Spec. ed students.

In-house summative testing data is accessible by aggregate and subgroup and shows no discrepancies in performance of subgroups is shown.

Parent Teacher Conference participation and student attendance data can be disaggregated by subgroup and shows no discrepancies in attendance.

Building Learning Walks, classroom observations, anecdotal data consistently shows staff using the common instructional framework, common content literacy strategies and common processes to build relational capacities throughout the district.

Teachers instruct from a common set learning targets w/ common critical content vocabulary, common summative assessments and clearly established modifications and accommodations for exceptional learners. Web 2.0 tools, Project based Learning and Universal Design for learning strategies are embedded into the curriculum design. Both universal screeners and progress monitoring assessments indicate 95 % of students meet the grade level expectations by 3rd grade.

Perceptual data of shareholders indicate at least 95% of student educational needs are being met.

Contact Name: Mark Kasmer

List of Objectives:

Name	Objective
Improve Students ELA and Content Area Reading Performance	A preponderance of evidence based upon observations and anecdotal data taken during building learning walks, and formal and informal observations demonstrate staff are increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons to increase student achievement for all learners.
No gaps in subgroup performances	Given the MEAP/MME/ACT and in-house criterion referenced assessments, all subgroups will increase their performance in ELA reading assessments by a minimum of 2% each year as compared to their cohorts across the county/ state/nation and prior age/grade level students within the district.

1.1. Objective: Improve Students ELA and Content Area Reading Performance

Measurable Objective Statement to Support Goal: A preponderance of evidence based upon observations and anecdotal data taken during building learning walks, and formal and informal observations demonstrate staff are increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons to increase student achievement for all learners.

List of Strategies:

Name	Strategy
Common Instructional Framework and Literacy Strategy PD	Teachers will use a the Gradual Release of Student Responsibility Instructional Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.
Learning Walks and Modeled Instruction	Teachers will participate in modeled teaching and the development and implementation of Building Learning Walks as a means to build capacity, monitor and adjust application of common instructional framework and content literacy strategies, and application of a district-wide management and student interaction protocols.
Safe, Caring and Orderly School Environment	Staff will utilize the components of Capturing Kids Hearts, CPI, Medical Emergency Response Team Protocols and District Safety Response procedures and protocols as a way to maintain a physically, emotionally, safe, caring and orderly school environment and grow the relational capacity between students and staff.

1.1.1. Strategy: Common Instructional Framework and Literacy Strategy PD

Strategy Statement: Teachers will use a the Gradual Release of Student Responsibility Instructional Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.

Selected Target Areas

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

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

Indicator 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.

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 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.

Other Required Information for Strategy

Marzano, Robert J. What Works In Schools: Translating Research into Practice. ASCD, Alexandria, VA. 2003

Nye, B., Konstantopoulos, S., & Hodges, L.V.2004, How Large Are Teacher Effects? Education Evaluation and Policy Analyses

Taken From:

Marzano, Robert J., The Art and Science of Teaching: A comprehensive Framework for Effective Instruction. ASCD, Alexandria, VA. 2007

Hill,Jane D. & Flynn, Kathleen M. Classroom Instruction the Works with English Language Learners, ASCD, Alexandria, VA. 2006

Fisher,Doug & Frey, Nancy. Better Learning Through Teaching: A Framework for the Gradual Release of Responsibility,ASCD, Alexandria, VA. 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administrative School Improvement Professional Training	2010-07-01	2012-06-01	Assistant Superintendent, Kent ISD SI Consultants and the designated members of the Administrative Team.
Book Studies and On-line Training	2010-08-01	2014-06-01	Assistant Superintendent, DSI Committee Chairs, BSI Team Chairs, Literacy Coaches and Building Level Administration.
Common Instructional Framework and Strategy PD	2007-08-01	2014-06-01	Asst. Supt. Content Lit DSI Committee Members, Literacy Coaches, and Building Administrators.
Mentor/Mentee Training	2010-12-01	2012-02-01	Assistant Superintendent, Designated Administrative Staff and KISD Reaching and Learning Consultants.
School Improvement	2007-08-01	2014-06-01	BSI and DSI Teams and Committees, KISD School Improvement Consultants, Assistant Superintendent and Building and District Administrators.

1.1.1.1. Activity: Administrative School Improvement Professional Training

Activity Type: Professional Development

Activity Description: Provide direct training for Sparta Area Schools Administration regarding the new school Improvement framework and the required activities and guidelines expected by the state department.

Planned staff responsible for implementing activity: Assistant Superintendent, Kent ISD SI Consultants and the designated members of the Administrative Team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Purchase Services for offsite training	General Funds	2,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Kent Swinson	In Progress	Books, Videos and related training resources have been purchased and continueing PD to follow.
06/27/2011	Kent Swinson	In Progress	There are again updates with the SI Plans needed to be shared w/ Building Prinipals and Supervisors. Also, we used general funds for this training and not Title IIa.

1.1.1.2. Activity: Book Studies and On-line Training

Activity Type: Professional Development

Activity Description: The continuation of offering ongoing book studies and on-line training resources for professional staff as a mechanism for systemic, comprehensive and sustained professional development of transparent and transportable Content Literacy Instructional Strategies, and a Common Instructional Framework.

Planned staff responsible for implementing activity: Assistant Superintendent, DSI Committee Chairs, BSI Team Chairs, Literacy Coaches and Building Level Administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Book Talks and On-Line Training	Title II Part A	3,930.00	0.00

1.1.1.3. Activity: Common Instructional Framework and Strategy PD

Activity Type: Professional Development

Activity Description: Teachers receive ongoing PD regarding the Gradual Release of Student Responsibility Model of instruction and common Content Literacy Instructional Strategies to include both in-district and workshops outside the district. This includes the provision of non-contract pay for district opening and materials for continued training and new staff training.

Planned staff responsible for implementing activity: Asst. Supt. Content Lit DSI Committee Members, Literacy Coaches, and Building Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Instructional Model and Content Lit. Strategy Fees	Title II Part A	7,800.00	0.00

1.1.1.4. Activity: Mentor/Mentee Training

Activity Description: Using Cognitive Coaching Trainers, mentor/mentee will receive Cognitive Coaching strategy training in addition to the district New staff orientation. The training seeks build to relational capacities between mentors and mentees, protocols and processes for interaction and engagement w/ shareholders, and deeper understanding of the district's School Improvement plans, programs & services.

Planned staff responsible for implementing activity: Assistant Superintendent, Designated Administrative Staff and KISD Reaching and Learning Consultants.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-12-01, End Date - 2012-02-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Purchase Services for substitutes and supplies and materials for training	Title II Part A	1,200.00	0.00

1.1.1.5. Activity: School Improvement

Activity Type: Professional Development

Activity Description: To support the necessary professional development to meet state and federal requirements for district and building Continuous School Improvement processes and protocols to include members of Building and District School Improvement Teams and Committees.

Planned staff responsible for implementing activity: BSI and DSI Teams and Committees, KISD School Improvement Consultants, Assistant Superintendent and Building and District Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CSI PD, Materials and Resources	Title II Part A	6,300.00	0.00

1.1.2. Strategy: Learning Walks and Modeled Instruction

Strategy Statement: Teachers will participate in modeled teaching and the development and implementation of Building Learning Walks as a means to build capacity, monitor and adjust application of common instructional framework and content literacy strategies, and application of a district-wide management and student interaction protocols.

Selected Target Areas

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.

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.

Other Required Information for Strategy

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning Walks and Modeled instuction	2010-08-01	2014-06-01	Lit. Coaches, BSI Team Members, Building Admin, Content Lit DSI Co-Chairs and Asst. Supt.

1.1.2.1. Activity: Learning Walks and Modeled instuction

Activity Type: Professional Development

Activity Description: Provide professional reading and background information to develop a comprehensive protocol for Learning Walks and Modeled Instruction. The purpose is to provide a self

correcting mechanism for application of the district instructional expectations and initiatives.

Planned staff responsible for implementing activity: Lit. Coaches, BSI Team Members, Building Admin, Content Lit DSI Co-Chairs and Asst. Supt.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Modeled Teaching and Learning Walks Release Time	Title II Part A	3,250.00	0.00

1.1.3. Strategy: Safe, Caring and Orderly School Environment

Strategy Statement: Staff will utilize the components of Capturing Kids Hearts, CPI, Medical Emergency Response Team Protocols and District Safety Response procedures and protocols as a way to maintain a physically, emotionally, safe, caring and orderly school environment and grow the relational capacity between students and staff.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 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 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
Indicator 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 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

Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
CPI, CPR, First Aid and Medical Emergency Response Team Training	2007-08-01	2014-06-01	CPI Trainer, SchoolNurse, Assistant Superintendent and Building and District Administrators.
PD Capturing Kids Hearts	2007-08-01	2012-06-01	Building and District Administration, BSI Teams and Student Services and Diversity DSI Committee Members.

1.1.3.1. Activity: CPI, CPR, First Aid and Medical Emergency Response Team Training

Activity Type: Professional Development

Activity Description: Continue to provide training for identified staff through required annual updates and initial training workshops presented by in-house trainers so to provide a well managed safe, caring and orderly learning environment for members of the Sparta educational community.

Planned staff responsible for implementing activity: CPI Trainer, SchoolNurse, Assistant Superintendent and Building and District Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CPI and MERT PD	Title II Part A	1,300.00	0.00

1.1.3.2. Activity: PD Capturing Kids Hearts

Activity Type: Professional Development

Activity Description: Provide ongoing Professional Development in Capturing Kids Hearts to include untrained secondary staff and New Staff with Capturing Kids Hearts Initial Training. To provide designated administrators and staff Organizational Leadership training and Process Champions Training for sustainability.

Planned staff responsible for implementing activity: Building and District Administration, BSI Teams and Student Services and Diversity DSI Committee Members.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CKHs , Process Champions and Teen Leadership Training costs and Sub costs	Title II Part A	10,700.00	0.00

1.2. Objective: No gaps in subgroup performances

Measurable Objective Statement to Support Goal: Given the MEAP/MME/ACT and in-house criterion referenced assessments, all subgroups will increase their performance in ELA reading assessments by a minimum of 2% each year as compared to their cohorts across the county/ state/nation and prior age/grade level students within the district.

List of Strategies:

Name	Strategy
Curriculum Development Professional Training	Teachers will be provided ongoing training in developing curriculum using the Common Core State Standards, Priority Standards, Unwrapping standards, Big Ideas/Essential Questions, Project Based Learning and UDL (Universal Design for Learning) processes so to have a coherent and aligned set intended outcomes with common summative assessments for all students. Materials will be purchased to support piloted units at the Elementary and Middle School Levels, which are aligned to the Common Core State Standards.
Instructional and Student Management Technology	All teachers will receive ongoing technology Professional training so to use the resources and tools to: * assist instruction of the curriculum to all students. * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners. * provide customized opportunities for course credit recovery. * create and analyze results common assessments. * manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.
Interventions and Supplemental Services	Teachers will receive ongoing training and support for a comprehensive supplemental interventions program developed to assist at-risk students in meeting grade level/course expectations for learning, successful transition to the next level, and to reduce the percent of students needing Special Education Services.
Support for Serving Diverse and At-Risk Student Populations	Provide staff ongoing training designed to better understand and support diverse populations and subgroups, and to better equip staff in meeting the educational needs of all learners. Training includes supplemental instructional supports and services, diversity and cultural differences, Universal Design For Learning Strategies, Thinking Maps, models for Blended Instruction, Home/School Liaisons, and extended day services.

1.2.1. Strategy: Curriculum Development Professional Training

Strategy Statement: Teachers will be provided ongoing training in developing curriculum using the Common Core State Standards, Priority Standards, Unwrapping standards, Big Ideas/Essential Questions, Project Based Learning and UDL (Universal Design for Learning) processes so to have a coherent and aligned set intended outcomes with common summative assessments for all students. Materials will be purchased to support piloted units at the Elementary and Middle School Levels, which are aligned to the Common Core State Standards.

Selected Target Areas

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

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

contributions to the collective result.

Indicator 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 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.

Other Required Information for Strategy

Wiggins, Grant & McTighe, Jay. Understanding By Design. ASCD, Alexandria, VA.2008

Aignsworth, Larry. Identifying Power Standards: Identifying Standards that Matter Most. Lead + Learn Press, Englewood, CO. 2003

Aignsworth, Larry. Unwrapping Standards: A Simple Process Making Standards Manageable. Lead + Learn Press, Englewood CO. 2003

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Development PD and Resources	2007-08-01	2014-06-01	Assistant Supt, Designated Staff, KISD Consultants and Building Administrators

1.2.1.1. Activity: Curriculum Development PD and Resources

Activity Type: Professional Development

Activity Description: Provide teachers w/ ongoing professional training on researched based processes for developing and implementing an aligned and articulated set of intended outcomes that incorporates differentiated lessons and instructional resources to meet the needs of all learners.

Planned staff responsible for implementing activity: Assistant Supt, Designated Staff, KISD Consultants and Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Development PD and Resources for Common Core Pilots	Title II Part A	21,460.00	0.00

1.2.2. Strategy: Instructional and Student Management Technology

Strategy Statement: All teachers will receive ongoing technology Professional training so to use the resources and tools to:

- * assist instruction of the curriculum to all students.
- * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners.
- * provide customized opportunities for course credit recovery.
- * create and analyze results common assessments.
- * manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.

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 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 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.

Other Required Information for Strategy

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Online Credit recovery	2009-08-01	2014-06-01	Designated Staff, KISD Technology Consultants, District Technology Committee HS Building Pricipals and Assistant Superintendent
Technology Training	2009-08-01	2014-06-01	Designated staff as trainers, Technology DSI Committee Members, Building and District Administrators, Digital Rights Manager and KISD Assistive technology and Technology Consultants.

1.2.2.1. Activity: Online Credit recovery

Activity Description: Provide ongoing teacher training regarding on-line and blended instruction models including course development and design and implementation strategies for on-line HS course credit recovery classes for at-risk learners.

Planned staff responsible for implementing activity: Designated Staff, KISD Technology Consultants, District Technology Committee HS Building Principals and Assistant Superintendent

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Site Licences for on-Line Courses	Section 31 a	31,500.00	0.00

1.2.2.2. Activity: Technology Training

Activity Description: Teachers will receive ongoing training on multiple technologies identified to support student mastery of intended outcomes for all learners, application of on-line UDL strategies, common core curricular development designs, web 2.0 resources, EXAMVIEW software, Assistive Technologies, the managing and storing student performance data and the analysis of data for building and district school improvement.

Planned staff responsible for implementing activity: Designated staff as trainers, Technology DSI Committee Members, Building and District Administrators, Digital Rights Manager and KISD Assistive technology and Technology Consultants.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Technology Professional Development Training and Resources	Title II Part A	6,330.00	0.00

1.2.3. Strategy: Interventions and Supplemental Services

Strategy Statement: Teachers will receive ongoing training and support for a comprehensive supplemental interventions program developed to assist at-risk students in meeting grade level/course expectations for learning, successful transition to the next level, and to reduce the percent of students needing Special Educational Services.

Selected Target Areas

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 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 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.

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 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 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.

Other Required Information for Strategy

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Resposiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Consultive Services	2010-09-01	2012-06-15	Assistant Supt., Building Administration, Intervention's Consultant and Grants Coordinator

1.2.3.1. Activity: Consultive Services

Activity Type: Professional Development

Activity Description: Provide ongoing consultative services for system-wide interventions program delivery thereby securing supplemental instructional resources, securing assessments for universal screening and progress monitoring, developing mechanisms to house and analyze data, assist in selection, purchase and programming of supplemental services, scheduling and staffing decisions, providing direct support to students, providing ongoing communications w/ shareholders, and providing all necessary professional training to service providers, administration and designated staff.

Planned staff responsible for implementing activity: Assistant Supt., Building Administration, Intervention's Consultant and Grants Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, 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
Consultive Services and Professional Development for Title 1	Title I Part A	46,620.00	0.00

1.2.4. Strategy: Support for Serving Diverse and At-Risk Student Populations

Strategy Statement: Provide staff ongoing training designed to better understand and support diverse populations and subgroups, and to better equip staff in meeting the educational needs of all learners. Training includes supplemental instructional supports and services, diversity and cultural differences, Universal Design For Learning Strategies, Thinking Maps, models for Blended Instruction, Home/School Liaisons, and extended day services.

Selected Target Areas

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

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

Indicator 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.

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

Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Workks With the Elnghish Language Learners. ASCD,Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehesible For English Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators. Carson, INC. Philladelphia, PA. 2006

Alber, Larry and Hyerle, David N. , Student Successes With Thinking Maps@: School Based Research, Results, and Models for Achievement Using Visual Tools. Corwin Press, 2011

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Training for Diverse Populations	2007-08-01	2014-06-01	Grants Coordinator, KISD ELL Consultant, Building Administrators and Student Services and Diversity DSI Committee Members
Supplemental Support Services training for At-Risk Populations	2011-08-25	2012-06-30	Grants Coordinator, Assistant Superintendent, Building Administrators, Special Ed Coordinator, KISD SI and Teaching and Learning staff and designated district staff.

1.2.4.1. Activity: Professional Training for Diverse Populations

Activity Type: Professional Development

Activity Description: All staff will receive training regarding researched based strategies which support the success of diverse populations. In particular, service providers for our seasonal and ELL learners will receive explicit training supporting the provision of direct supplemental services, Thinking Maps and strengthening educational relationships.

Planned staff responsible for implementing activity: Grants Coordinator, KISD ELL Consultant, Building Administrators and Student Services and Diversity DSI Committee Members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental Support Services, Home School Liasons and PD for ELL	Title III	46,000.00	0.00

1.2.4.2. Activity: Supplemental Support Services training for At-Risk Populations

Activity Type: Professional Development

Activity Description: Purpose of this strategy is to provide training in supplemental services for staff designated to provide supplemental intervention services to At-Risk students. These Trainings include

Lexia Software, Blended Models of Instruction, Universal Design for Learning and Leveled Reader Programs.

Planned staff responsible for implementing activity: Grants Coordinator, Assistant Superintendent, Building Administrators, Special Ed Coordinator, KISD SI and Teaching and Learning staff and designated district staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-25, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental Support PD	Title II Part A	4,934.00	

Goal 2: ELA and Content Area Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in Writing across the content areas.

Gap Statement: The current fourth, seventh, and eleventh grade students are performing below expected district performance in writing. Writing is the the lowest area of performance on criterion referenced and norm referenced tests as compared to the four core areas.

Cause for Gap: A lack of a explicit systematic writing instruction across the district.

Multiple measures/sources of data you used to identify this gap in student achievement: Criterion Referenced Assessment/Data

ACT Data

MEAP/MME Data

Anecetodal Data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be proficient based on district/state/national assessment data and proficiency criteria.

In House /Criterion Referenced test data including Writing Samples by grade level, rubric scored student samples in ELA, MEAP/MME and ACT (PLAN and EXPLORE) data will be used to monitor progress and successes of the goal.

Contact Name: Mark Kasmer

List of Objectives:

Name	Objective
Improve Students' ELA and Content Area Writing Performance	Given the MEAP/ACT assessments and in-House criterion referenced assessments in writing, students will increase their proficiency rates by a minimum of 3% as compared to their cohorts across the state/nation and prior age/grade level students within the district by the end of the 20010-11 school year. Measurable Attainable Realistic Time Bound

2.1. Objective: Improve Students' ELA and Content Area Writing Performance

Measurable Objective Statement to Support Goal: Given the MEAP/ACT assessments and in-House criterion referenced assessments in writing, students will increase their proficiency rates by a minimum of 3% as compared to their cohorts across the state/nation and prior age/grade level students within the district by the end of the 20010-11 school year.

Measurable
Attainable
Realistic
Time Bound

List of Strategies:

Name	Strategy
Common Instructional Framework and Literacy Strategy PD	Staff will participate in ongoing Content Literacy Professional Development activities such as the Literacy Coaches Network, The Sisters, Doug Fisher, Meriam Terhearne, Thinking Maps, RTI, Instructional Modeling and Gradual Release of Student Responsibility Framework.
Learning Walks and Modeled Instruction	Teachers will participate in modeled teaching and the development and implementation of Building Learning Walks as a means to build capacity, monitor and adjust application of common instructional framework and content literacy strategies, and application of a district-wide management and student interaction protocols.
PD Capturing Kids Hearts	Provide ongoing Professional Development in Capturing Kids Hearts to include untrained secondary staff and New Staff with Capturing Kids Hearts Initial Training. To provide designated administrators and staff Organizational Leadership training and Process Champions Training for sustainability.
Professional training for content area Writing	To provide Staff with ongoing training in grade appropriate content area writing including application of digital (Web 2.0) tools, Writers Workshop and workshops related to the Common Core Writing through KISD.

2.1.1. Strategy: Common Instructional Framework and Literacy Strategy PD

Strategy Statement: Staff will participate in ongoing Content Literacy Professional Development activities such as the Literacy Coaches Network, The Sisters, Doug Fisher, Meriam Terhearn, Thinking Maps, RTI, Instructional Modeling and Gradual Release of Student Responsibility Framework.

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.

Other Required Information for Strategy

Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heinemann

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework and Strategy PD	2007-08-01	2014-06-01	Administrators, Assistant Superintendent, KISD Teaching and Learning Reps., Literacy Coaches, DSIT Committee Members and Designated Staff
School Improvement	2007-08-01	2014-06-01	DSI and BSI Teams and Committees Members, KISD School Improvement Consultants, Assistant Superintendent and Building and District Administrators.

2.1.1.1. Activity: Common Instructional Framework and Strategy PD

Activity Type: Professional Development

Activity Description: Teachers receive ongoing PD regarding the Gradual Release of Student Responsibility Model of instruction and common Content Literacy Instructional Strategies to include both in-district and workshops outside the district. This includes the provision of non-contract pay for district opening and materials for continued training and new staff training.

Planned staff responsible for implementing activity: Administrators, Asistant Superintendent, KISD Teaching and Learning Reps., Literacy Coaches, DSIT Committee Members and Designated Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Instructional Model and Content Lit. Strategy Fees	Title II Part A	7,800.00	0.00

2.1.1.2. Activity: School Improvement

Activity Type: Professional Development

Activity Description: To support the necessary professional development to meet state and federal requirements for district and building Continuous School Improvement processes and protocols to include members of Building and District School Improvement Teams and Committees.

Planned staff responsible for implementing activity: DSI and BSI Teams and Committees Members, KISD School Improvement Consultants, Assistant Superintendent and Building and District Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CSI PD, Materials and Resources	Title II Part A	6,300.00	0.00

2.1.2. Strategy: Learning Walks and Modeled Instruction

Strategy Statement: Teachers will participate in modeled teaching and the development and implementation of Building Learning Walks as a means to build capacity, monitor and adjust application of common instructional framework and content literacy strategies, and application of a district-wide management and student interaction protocols.

Selected Target Areas

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.

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.

Other Required Information for Strategy

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), *Research and practice: Towards a reconciliation*. Cambridge, MA: Harvard Education Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning Walks and Modeled Instruction Implementation	2010-08-01	2014-06-01	BSI Teams, Content Lit. DSI Chairs, Literacy Coaches and Building and District Administrators.

2.1.2.1. Activity: Learning Walks and Modeled Instruction Implementation

Activity Type: Professional Development

Activity Description: Provide professional reading and background information to develop a comprehensive protocol for Learning Walks and Modeled Instruction. The purpose is to provide a self correcting mechanism for application of the district instructional expectations and initiatives.

Planned staff responsible for implementing activity: BSI Teams, Content Lit. DSI Chairs, Literacy Coaches and Building and District Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Modeled Teaching and Learning Walks Release Time	Title II Part A	3,250.00	0.00

2.1.3. Strategy: PD Capturing Kids Hearts

Strategy Statement: Provide ongoing Professional Development in Capturing Kids Hearts to include untrained secondary staff and New Staff with Capturing Kids Hearts Initial Training. To provide designated administrators and staff Organizational Leadership training and Process Champions Training for sustainability.

Selected Target Areas

- Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
- Indicator 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 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
- Indicator 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

Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Capturing Kids Hearts PD	2007-08-01	2014-06-01	BSI Teams, Student Services and Diversity DSI Committee and Building and District Administrators.
CPI,CPR,First Aid and Medical Emergency Response Training	2007-08-01	2014-06-01	CPI In-house Trainer,School Nurse Assistant Supt, and Building and District Administrators.

2.1.3.1. Activity: Capturing Kids Hearts PD

Activity Type: Professional Development

Activity Description: Provide ongoing Professional Development in Caturing Kids Hearts to include untrained secondary staff and New Staff with Capturing Kids Hearts Initial Training. To provide designated administrators and staff Organizational Leadership training and Process Champions Training for sustainability.

Planned staff responsible for implementing activity: BSI Teams, Student Services and Diversity DSI Committee and Building and District Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CKHs , Process Champions Training costs and Sub costs	Title II Part A	10,700.00	0.00

2.1.3.2. Activity: CPI,CPR,First Aid and Medical Emergency Response Training

Activity Description: Continue to provide training for identified staff through required annual updates and initial training workshops presented by in-house trainers so to provide a well managed safe, caring and orderly learning environment for members of the Sparta educational community.

Planned staff responsible for implementing activity: CPI In-house Trainer,School Nurse Assistant Supt, and Building and District Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CPI and MERT PD	Title II Part A	1,300.00	0.00

2.1.4. Strategy: Professional training for content area Writing

Strategy Statement: To provide Staff with ongoing training in grade appropriate content area writing including application of digital (Web 2.0) tools, Writers Workshop and workshops related to the Common Core Writing through KISD.

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 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 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

"Effects on Efficacy in using Writers Workshop..."
 CleJournal of Research in Childhood Education Article date:October 1, 1998 Author:Clippard, Dana
 aringhouse Research

Gere,Ann Ruggles, Leila Christenbury, and Kelli Sassi. 2005. Writing on Demand: Best Practices and Strategies For Success. Portsmouth, NH, Heinemann

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Ongoing PD for Writer's Workshop Implementation	2010-09-01	2013-06-30	Building Principals, Literacy Coaches, KISD Trainers and Assistant Superintendent
Support for Content Area Writing	2011-06-01	2014-06-30	KISD Teaching and Learning Staff, Literacy Coaches, Building Administrators and Assistant Superintendent.

2.1.4.1. Activity: Ongoing PD for Writer's Workshop Implementation

Activity Type: Professional Development

Activity Description: Provide ongoing professional development to K-5 ELA certified classroom instructors on the Writer's Workshop Model.

Planned staff responsible for implementing activity: Building Principals, Literacy Coaches, KISD Trainers and Assistant Superintendent

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Training for Writers WS Implementation	Title II Part A	2,640.00	0.00

2.1.4.2. Activity: Support for Content Area Writing

Activity Type: Professional Development

Activity Description: The purpose of this strategy is to address the district writing deficiencies by providing ongoing and sustained training in content area writing including the use of digital tools, Early Writing strategies, Authors Craft Training, PD for instructional strategies regarding mechanics and Grammar and training specific to the Common Core State Standards for Writing.

Planned staff responsible for implementing activity: KISD Teaching and Learning Staff, Literacy Coaches, Building Administrators and Assistant Superintendent.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD for Content Area Writing	Title II Part A	4,575.00	

Goal 3: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All Students will be proficient in Math.

Gap Statement: The district subgroups of ELL and Special Education have under performed their cohorts in the district as compared to comparisons between district vs. county and state aggregate subgroup performances on MEAP/MME and ACT and in-house criterion referenced tests.

Cause for Gap: The belief is that we lack a comprehensive RTI process district-wide. Some groups spend an in-ordinate amount of time pulled away from core instruction in the regular educational environment.

Lack of system-wide common instructional framework and common transparent and transposable instructional strategies.

District Lacks the ability to use technological tools and resources for adapting instruction, assessment generation, data housing, retrieval and processing of disaggregated data including student performance, perceptual and parental participation rates.

District lacks a coherent, articulated and aligned viable curriculum w/ common learning targets, summative assessments, and critical content vocabulary.

District lacks a common philosophy and set of processes for developing a self managing classroom and building relational capacity w/ all shareholders.

Multiple measures/sources of data you used to identify this gap in student achievement: CIMS Compliance Data shows lower proficiency rates on Statewide assessments, and lower participation in regular ed settings rates for special education students.

MEAP/MME and ACT Data shows the ELL and Special ed. subgroups perform lower than their district cohorts. In-House Criterion References Test Data is not fully accessible across the district to monitor and disaggregate student performance data.

Building Perceptual Data is not unified, yet shows a need to address exceptional students' needs.

Power-School parent/teacher conference participation and student attendance data does not disaggregate by subgroup.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP/MME and ACT Student performance data shows no gap in student performance.

CIMS data shows at least at least met State Targets in participation and proficiency of statewide assessments, % of time in regular ed settings, % of Spec. ed students.

In-house summative testing data is accessible by aggregate and subgroup and shows no discrepancies in performance of subgroups is shown.

Parent Teacher Conference participation and student attendance data can be disaggregated by subgroup and shows no discrepancies in attendance.

Building Learning Walks anecdotal data consistently shows staff using the common instructional framework, common content literacy strategies and common processes to build relational capacities throughout the district.

Teachers instruct from a common set learning targets w/ common critical content vocabulary, common summative assessments and clearly established modifications and accommodations for exceptional learners.

Both universal screeners and progress monitoring assessments indicate 95 % of students meet the grade level expectations by 3rd grade.

Perceptual data of shareholders indicate at least 95% of student educational needs are being met.

Contact Name: Kasmer Mark

List of Objectives:

Name	Objective
Common Instructional Framework and Strategies	A perponderance of evidence based upon observation and anecdotal data taken during building learning walks demonstrate staff to be increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons.
No gaps in	Given the MEAP/MME/ACT and in-house criterion refenced assessments, all subgroups

Subgroup performances	will increase their performance on math assessments by a minimum of 2% per year as compared to their cohorts across the county/ state/nation and prior age/grade level students within the district.
-----------------------	--

3.1. Objective: Common Instructional Framework and Strategies

Measurable Objective Statement to Support Goal: A perponderance of evidence based upon observation and anecdotal data taken during building learning walks demonstrate staff to be increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons.

List of Strategies:

Name	Strategy
Capturing Kids Hearts	Staff will utilize the components of Capturing Kids Hearts as a way to establish a physically, emotionally, safe, caring and orderly school environment.
Common Instructional Framework and Literacy Strategies	Teachers will use a the Gradual Release of Student Responsibility Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.
Learning Walks	Teachers will participate in the development and implementation of Building Learning Walks as a means to monitor and adjust application of common instructional framework and content literacy strategies, and application of a district-wide management and student interaction protocol.

3.1.1. Strategy: Capturing Kids Hearts

Strategy Statement: Staff will utilize the components of Capturing Kids Hearts as a way to establish a physically, emotionally, safe, caring and orderly school environment.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 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 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
Indicator 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 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

Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD Capturing Kids Hearts	2007-08-01	2014-06-01	Building and District Administration

3.1.1.1. Activity: PD Capturing Kids Hearts

Activity Type: Professional Development

Activity Description: Provide ongoing Professional Development in Caturing Kids Hearts to include untrained secondary staff and New Staff with Capturing Kids Hearts Initial Training. To provide designated administrators and staff Organizational Leadership training and Process Champions Training for sustainability.

Planned staff responsible for implementing activity: Building and District Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Capturing Kids Hearts, Process Champions and Leadership Training Costs	Title II Part A	11,200.00	0.00

3.1.2. Strategy: Common Instructional Framework and Literacy Strategies

Strategy Statement: Teachers will use a the Gradual Release of Student Responsibility Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.

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 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 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 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.

Other Required Information for Strategy

Marzano, Robert J. What Works In Schools: Translating Research into Practice. ASCD, Alexandria, VA.

2003

Nye, B., Konstantopoulos, S., & Hodges, L.V. 2004, How Large Are Teacher Effects? Education Evaluation and Policy Analyses

Taken From:

Marzano, Robert J., The Art and Science of Teaching: A comprehensive Framework for Effective Instruction. ASCD, Alexandria, VA. 2007

Hill, Jane D. & Flynn, Kathleen M. Classroom Instruction the Works with English Language Learners, ASCD, Alexandria, VA. 2006

Fisher, Doug & Frey, Nancy. Better Learning Through Teaching: A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA. 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework and Strategy PD	2007-08-01	2012-06-01	Building and District Administrators, Literacy Coaches, DSI Committee Chairs and Designated Staff.

3.1.2.1. Activity: Common Instructional Framework and Strategy PD

Activity Description: Teachers receive ongoing PD regarding the Gradual Release of Student Responsibility Model of instruction and common Content Literacy Instructional Strategies to include both in-district and workshops outside the district.

Planned staff responsible for implementing activity: Building and District Administrators, Literacy Coaches, DSI Committee Chairs and Designated Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Instructional Model and Content Lit. Strategy Fees	Title II Part A	7,800.00	0.00

3.1.3. Strategy: Learning Walks

Strategy Statement: Teachers will participate in the development and implementation of Building Learning Walks as a means to monitor and adjust application of common instructional framework and content literacy strategies, and application of a district-wide management and student interaction protocol.

Selected Target Areas

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 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 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.

Other Required Information for Strategy

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning Walks and Modeled instruction	2010-08-01	2014-06-01	Literacy Coaches, BSI Teams and District and Building Administrators.

3.1.3.1. Activity: Learning Walks and Modeled instruction

Activity Type: Professional Development

Activity Description: Provide professional reading and background information to develop a comprehensive protocol for Learning Walks and Modeled Instruction. The purpose is to provide a self correcting mechanism for application of the district instructional expectations and initiatives.

Planned staff responsible for implementing activity: Literacy Coaches, BSI Teams and District and Building Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Learning Walks and Modeled instructionRelease Time	Title II Part A	3,250.00	0.00

3.2. Objective: No gaps in Subgroup performances

Measurable Objective Statement to Support Goal: Given the MEAP/MME/ACT and in-house criterion referenced assessments, all subgroups will increase their performance on math assessments by a minimum of 2% per year as compared to their cohorts across the county/ state/nation and prior age/grade level students within the district.

List of Strategies:

Name	Strategy
Curriculum Development Professional Training	Teachers will be provided ongoing training in developing curriculum using the Priority Standards, Unwrapping, Big Ideas/Essential Questions, Project Based Learning and UDL (Understanding by Design) processes so to have a coherent and aligned set intended outcomes with common summative assessments for all students.
Diverse Population Support	Provide staff ongoing training designed to better understand and support diverse populations and subgroups to better meet the educational needs of all learners.
Instructional Technology	All teachers will receive ongoing technology Professional training so to use the resources and tools to: * assist instruction of the curriculum to all students. * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners. * provide customized opportunities for course credit recovery. * create and analyze results common assessments. * manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.

Interventions and Supplemental Services	Teachers will receive ongoing training and support for a comprehensive supplemental interventions program developed to assist at-risk students in meeting grade level/course expectations for learning, successful transition to the next level, and to reduce the percent of students needing Special Educational Services.
---	--

3.2.1. Strategy: Curriculum Development Professional Training

Strategy Statement: Teachers will be provided ongoing training in developing curriculum using the Priority Standards, Unwrapping, Big Ideas/Essential Questions, Project Based Learning and UDL (Understanding by Design) processes so to have a coherent and aligned set intended outcomes with common summative assessments for all students.

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 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 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.

Other Required Information for Strategy

Wiggins, Grant & McTighe, Jay. Understanding By Design. ASCD, Alexandria, VA.2008

Aignsworth, Larry. Identifying Power Standards: Identifying Standards that Matter Most.Lead + Learn Press, Englewood, CO. 2003

Aignsworth, Larry. Unwrapping Standards: A Simple Process Making Standards Manageable. Lead + Learn Press, Englewood CO. 2003

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Development Professional Training	2007-08-01	2014-06-01	Assistant Superintendent, KISD Consultants, Building Administrators and designated Professional Staff.

3.2.1.1. Activity: Curriculum Development Professional Training

Activity Description: Provide teachers w/ ongoing professional training on researched based processes for developing and implementing an aligned and articulated set of intended outcomes that incorporates differentiated lessons and instructional resources to meet the needs of all learners.

Planned staff responsible for implementing activity: Assistant Superintendent, KISD Consultants, Building Administrators and designated Professional Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Development Training and Resources	Title II Part A	25,573.00	0.00

3.2.2. Strategy: Diverse Population Support

Strategy Statement: Provide staff ongoing training designed to better understand and support diverse populations and subgroups to better meet the educational needs of all learners.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.
Indicator 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.
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.
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

Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Workks With the Elnglish Language Learners. ASCD,Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehesible For English Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators. Carson, INC. Philladelphia, PA. 2006

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Training for Diverse Populations	2007-08-01	2014-06-01	Assistant Superintendent, Title I, IC, ELL and Bi-lingual Coordinator, KISD ELL Consultant Building Administration and Student and Staff Services DSI Committee Members.

3.2.2.1. Activity: Professional Training for Diverse Populations

Activity Description: All staff will receive training regarding researched based strategies which support the success of diverse populations. In particular, service providers for our seasonal and ELL learners will receive explicit training supporting the provision of direct supplemental services, Thinking Maps and strengthening educational relationships.

Planned staff responsible for implementing activity: Assistant Superintendent, Title I, IC, ELL and Bi-lingual Coordinator, KISD ELL Consultant Building Administration and Student and Staff Services DSI Committee Members.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental Support Services, PD and Home School Liasians	Title III	44,500.00	0.00

3.2.3. Strategy: Instructional Technology

Strategy Statement: All teachers will receive ongoing technology Professional training so to use the resources and tools to:

- * assist instruction of the curriculum to all students.
- * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners.
- * provide customized opportunities for course credit recovery.
- * create and analyze results common assessments.
- * manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.

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 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 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 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 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 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.

Other Required Information for Strategy

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
On-Line Credit Recovery	2009-08-01	2014-08-01	HS Administrators, Designated Staff, KISD Technology Consultants and Assistant Superintendent.
Technology Training	2009-08-01	2014-06-01	Technology DSI Committee, Designated Staff as Trainers, Building and District Administrators, Digital Rights Manager and KISD Technology & Assisted Technology Consultants.

3.2.3.1. Activity: On-Line Credit Recovery

Activity Description: Provide ongoing teacher training for course development and design and implementation of on-line HS course credit recovery classes for at-risk learners.

Planned staff responsible for implementing activity: HS Administrators, Designated Staff, KISD Technology Consultants and Assistant Superintendent.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-01, End Date - 2014-08-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Purchase Sevices for Site Liscences and Seats, Professional Training , substitute and non-contract	Section 31 a	25,000.00	0.00

3.2.3.2. Activity: Technology Training

Activity Description: Teachers will receive ongoing training on multiple technologies identified to support student mastery of intended outcomes for all learners, the UDL curricular development design, the managing and storing student performance data and the analysis of data for program improvement.

Planned staff responsible for implementing activity: Technology DSI Committee, Designated Staff as Trainers, Building and District Administrators, Digital Rights Manager and KISD Technology & Assisted Technology Consultants.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Technology Professional Development	Other	6,330.00	0.00

3.2.4. Strategy: Interventions and Supplemental Services

Strategy Statement: Teachers will receive ongoing training and support for a comprehensivesupplemental interventions program developed to assist at-risk students in meeting grade level/course expectations for learning, successful transition to the next level, and to reduce the percent of students needing Special Education al Services.

Selected Target Areas

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

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

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

Indicator 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 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.

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 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 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.

Other Required Information for Strategy

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Resposiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Consultative Services	2010-09-01	2012-06-15	Assistant Supt., Title I Director, RTI Consultant and Building Administrators.

3.2.4.1. Activity: Consultative Services

Activity Description: Provide ongoing consultative services for RTI program delivery thereby securing supplemental instructional resources, securing tests for universal screening and progress monitoring, developing mechanisms to house and analyze data, assist in programming, scheduling and staffing decisions, providing direct support to students, providing ongoing communications w/ shareholders, and providing all necessary training to srvice providers, administration and staff.

Planned staff responsible for implementing activity: Assistant Supt., Title I Director, RTI Consultant and Building Administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, 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
Consultive Services and PD for Title I	Title I Part A	46,620.00	0.00

Goal 4: Science

Content Area: Science

Development Status: Complete

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

Gap Statement: District Subgroups of Economically Disadvantaged, ELL and Special Education have unperformed their cohorts in the district on MEAP/MME, ACT and in-house criterion referenced tests.

Cause for Gap: District lacks a coherent and well defined viable curriculum for instruction of diverse populations which is tightly aligned to the state content expectations and the Common Core Literacy Expectations . This includes accommodation in instructional delivery, performance assessments, and student interactions. The district lacks a comprehensive and customized credit recovery program. The district has yet to fully embrace the use of a common instructional framework and common transparent and transportable content literacy strategies across grade levels, courses and content areas. The district must continue to build the relational capacity with all students to help sustain effort and engagement in the learning process. The district lacks a system-wide process for the collection, storage, retrieval, and analysis of in-house criterion referenced student performance data for customization of SI planning.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP/MME,ACT, CIMS Data, In-house criterion referenced test data and the failure rates of required HS core academic courses.

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? Criterion and norm referenced assessment data shows no gap in student performance while performing above state and county proficiency rates. CIMS data shows special education students at or above state expectations in all areas. Increase the % of students successfully meeting course content expectations, whereby reducing failure rates. Learning Walk, and informal and formal observations data demonstrates increased use of common pedagogy across grade levels, courses and buildings. District has implemented a system of warehousing and analyzing in-house criterion referenced student performance data.

Contact Name: Mark Kasmer

List of Objectives:

Name	Objective
Close the Gap	Given the MEAP/MME/ACT and in-house criterion referenced assessments, all subgroups will increase their performance on science assessments by a minimum of 2% per year as compared to their cohorts across the county/state/nation and prior age/grade level of students in the district,

4.1. Objective: Close the Gap

Measurable Objective Statement to Support Goal: Given the MEAP/MME/ACT and in-house criterion referenced assessments, all subgroups will increase their performance on science assessments by a minimum of 2% per year as compared to their cohorts across the county/state/nation and prior age/grade level of students in the district,

List of Strategies:

Name	Strategy
Common Instructional Framework and Literacy Strategies	Teachers will use of a common instructional framework and common content literacy instructional strategies to increase student achievement across all grade levels and content areas.
Curriculum Development Professional Training	Teachers will undergo content specific professional development training so to develop and use a coherent and viable curriculum with differentiated learning targets, strategies and assessments designed to meet the needs and increase proficiency rate of all learners.
Instructional and Student Management Technologies	All teachers will receive ongoing technology Professional training so to use the resources and tools to: * assist instruction of the curriculum for all students. * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners. * provide customized opportunities for course credit recovery. * create and analyze results common assessments. * manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.

4.1.1. Strategy: Common Instructional Framework and Literacy Strategies

Strategy Statement: Teachers will use of a common instructional framework and common content literacy instructional strategies to increase student achievement accross all grade levels and content areas.

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 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 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 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.

Other Required Information for Strategy

Marzano, Robert J. What Works In Schools: Translating Research into Practice. ASCD, Alexandria, VA. 2003

Nye, B., Konstantopoules, S., & Hodges, L.V.2004, How Large Are Teacher Effects? Education Evaluation and Policy Analyses

Taken From:

Marzano, Robert J., The Art and Science of Teaching: A comprehensive Framework for Effective Instruction. ASCD, Alexandria, VA. 2007

Hill,Jane D. & Flynn, Kathleen M. Classroom Instruction the Works with English Language Learners, ASCD, Alexandria, VA. 2006

Fisher,Doug & Frey, Nancy. Better Learning Through Teaching: A Framework for the Gradual Release of Responsibility,ASCD, Alexandria, VA. 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework	2007-	2012-	DSI Committee Chairs, BSIT Members, Building

and Instructional Strategies PD	08-01	06-01	and district Administrators and Literacy Coaches.
---------------------------------	-------	-------	---

4.1.1.1. Activity: Common Instructional Framework and Instructional Strategies PD

Activity Description: Provide staff ongoing PD to promote the use of the Gradual Release Model and common content literacy strategies to increase student achievement across all subgroups, grade levels and content areas.

Planned staff responsible for implementing activity: DSI Committee Chairs, BSIT Members, Building and district Administrators and Literacy Coaches.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
. Common Instructional Model and Content Lit. Strategy Fees	Title II Part A	7,800.00	0.00

4.1.2. Strategy: Curriculum Development Professional Training

Strategy Statement: Teachers will undergo content specific professional development training so to develop and use a coherent and viable curriculum with differentiated learning targets, strategies and assessments designed to meet the needs and increase proficiency rate of all learners.

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 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 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 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.

Other Required Information for Strategy

Wiggins, Grant & McTighe, Jay. Understanding By Design. ASCD, Alexandria, VA.2008

Aignsworth, Larry. Identifying Power Standards: Identifying Standards that Matter Most.Lead + Learn Press, Englewood, CO. 2003

Aignsworth, Larry. Unwrapping Standards: A Simple Process Making Standards Manageable. Lead + Learn Press, Englewood CO. 2003

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Development PD	2008-08-01	2014-06-01	Assistant Superintendent, DSI Committee Chairs, Building Administration, Department Chairs, Designated Staff and Kent ISD Teaching and Learning Consultants

4.1.2.1. Activity: Curriculum Development PD

Activity Description: Content area teachers will be provided ongoing professional development in curricular design and development which includes:

- * aligned and articulated units of study.
- * common summative assessments and critical content vocabulary
- * identified scope and sequence
- * embedded differentiation and accommodations
- * Priority Standards, Unwrapping, UDL and Project Based Learning Processes

Planned staff responsible for implementing activity: Assistant Superintendent, DSI Committee Chairs, Building Administration, Department Chairs, Designated Staff and Kent ISD Teaching and Learning Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2008-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Development Training and Resources	Title II Part A	21,460.00	0.00

4.1.3. Strategy: Instructional and Student Management Technologies

Strategy Statement: All teachers will receive ongoing technology Professional training so to use the resources and tools to:

- * assist instruction of the curriculum for all students.
- * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners.
- * provide customized opportunities for course credit recovery.
- * create and analyze results common assessments.
- * manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.

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 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 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 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 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

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Training	2008-08-01	2014-06-01	District Digital Rights Manager, Technology DSI Committee Members, Designated Staff, KISD Technology Consultants and Building and

		District Administration.
--	--	--------------------------

4.1.3.1. Activity: Technology Training

Activity Type: Professional Development

Activity Description: Teachers will receive ongoing training on multiple technologies identified to support student mastery of intended outcomes for all learners, application of on-line UDL strategies, common core curricular development designs, web 2.0 resources, EXAMVIEW software, Assistive Technologies, the managing and storing student performance data and the analysis of data for building and district school improvement.

Planned staff responsible for implementing activity: District Digital Rights Manager, Technology DSI Committee Members, Designated Staff, KISD Technology Consultants and Building and District Administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2008-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Technology Training	Title II Part A	6,330.00	0.00

Goal 5: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in Social Studies.

Gap Statement: Subgroups of ELL, Economically Disadvantaged and Special Education students underperform their cohorts on criterion and norm-referenced tests.

Cause for Gap: District lacks a coherent and well defined viable curriculum for instruction of diverse populations which is tightly aligned to the state content expectations and the Common Core Literacy Expectations . This includes accommodation in instructional delivery, performance assessments, and student interactions. The district lacks a comprehensive and customized credit recovery program. The district has yet to fully embrace the use of a common instructional framework and common transparent and transportable content literacy strategies across grade levels, courses and content areas. The district must continue to build the relational capacity with all students

to help sustain effort and engagement in the learning process. The district lacks a system-wide process for the collection, storage, retrieval, and analysis of in-house criterion referenced student performance data for customization of SI planning.

Multiple measures/sources of data you used to identify this gap in student achievement: CIMS Data, MEAP/MME and ACT Data, in-house criterion referenced assessment data and course failure rates of required HS core academic courses.

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? Criterion and norm referenced test data shows no gap in student performance while performing above state and county proficiency rates. CIMS data shows special education students at or above state expectations in all areas.

Contact Name: Mark Kasmer

List of Objectives:

Name	Objective
Close the gap	Given the MEAP/MME and in-house criterion referenced assessments, all subgroups will increase their performance on Social Studies assessments by a minimum of 2% each year as compared to their cohorts in the county/state and prior age/grade level students within the district.

5.1. Objective: Close the gap

Measurable Objective Statement to Support Goal: Given the MEAP/MME and in-house criterion referenced assessments, all subgroups will increase their performance on Social Studies assessments by a minimum of 2% each year as compared to their cohorts in the county/state and prior age/grade level students within the district.

List of Strategies:

Name	Strategy
Common Instructional Framework and Content Literacy Instructional Strategie	Teachers will use of a common instructional framework and common content literacy instructional strategies to increase student achievement accross all grade levels and content areas.
Curriculum Development	Teachers will undergo content specific professional development training so to develop and use a coherant and viable curriculum with differentiated learning targets, strategies and assessments designed to meet the needs and increase proficiency rate of all learners.
Instructional and Student Management Technologies	All teachers will receive ongoing technology Professional training so to use the resources and tools to: * assist instruction of the curriculum for all students. * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners. * provide customized opportunities for couse credit recovery. * create and analyze results

common assessments. * manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.

5.1.1. Strategy: Common Instructional Framework and Content Literacy Instructional Strategie

Strategy Statement: Teachers will use of a common instructional framework and common content literacy instructional strategies to increase student achievement accross all grade levels and content areas.

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 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 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 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.

Other Required Information for Strategy

Marzano, Robert J. What Works In Schools: Translating Research into Practice. ASCD, Alexandria, VA. 2003

Nye, B., Konstantopoulos, S., & Hodges, L.V. 2004, How Large Are Teacher Effects? Education Evaluation and Policy Analyses

Taken From:

Marzano, Robert J., The Art and Science of Teaching: A comprehensive Framework for Effective Instruction. ASCD, Alexandria, VA. 2007

Hill, Jane D. & Flynn, Kathleen M. Classroom Instruction the Works with English Language Learners, ASCD, Alexandria, VA. 2006

Fisher, Doug & Frey, Nancy. Better Learning Through Teaching: A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA. 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework and Instructional Strategies PD	2007-08-01	2012-06-01	DSI Committee Chairs, BSIT Members, Building and District Administration, Literacy Coaches and Designated Staff

5.1.1.1. Activity: Common Instructional Framework and Instructional Strategies PD

Activity Description: Provide staff ongoing PD to promote the use of the Gradual Release Model and common content literacy strategies to increase student achievement across all subgroups, grade levels and content areas.

Planned staff responsible for implementing activity: DSI Committee Chairs, BSIT Members, Building and District Administration, Literacy Coaches and Designated Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Instructional Model and Content Lit. Strategy Fees	Title II Part A	7,800.00	0.00

5.1.2. Strategy: Curriculum Development

Strategy Statement: Teachers will undergo content specific professional development training so to develop and use a coherent and viable curriculum with differentiated learning targets, strategies and assessments designed to meet the needs and increase proficiency rate of all learners.

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 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 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 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.

Other Required Information for Strategy

Wiggins, Grant & McTighe, Jay. *Understanding By Design*. ASCD, Alexandria, VA. 2008

Aignsworth, Larry. *Identifying Power Standards: Identifying Standards that Matter Most*. Lead + Learn Press, Englewood, CO. 2003

Aignsworth, Larry. *Unwrapping Standards: A Simple Process Making Standards Manageable*. Lead + Learn Press, Englewood CO. 2003

Rose, David H. & Meyer, Anne. *Teaching Every Student in the Digital Age: Universal Design for Learning* ASCD, Alexandria, VA. 2002

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Design and Development PD	2007-08-01	2014-06-01	Assistant Supt, DSI Committee Chairs, KISD Teaching and Learning Consultants, Building Administrators, BSIT Members and Designated Staff

5.1.2.1. Activity: Curriculum Design and Development PD

Activity Type: Professional Development

Activity Description: Content area teachers will be provided ongoing professional development in curricular design and development which includes:

- * aligned and articulated units of study.
- * common summative assessments and critical content vocabulary
- * identified scope and sequence
- * embedded differentiation and accommodations
- * Priority Standards, Unwrapping, UDL and Project Based Learning Processes

Planned staff responsible for implementing activity: Assistant Supt, DSI Committee Chairs, KISD Teaching and Learning Consultants, Building Administrators, BSIT Members and Designated Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Development Training and Resources	Title II Part A	21,460.00	0.00

5.1.3. Strategy: Instructional and Student Management Technologies

Strategy Statement: All teachers will receive ongoing technology Professional training so to use the resources and tools to:

- * assist instruction of the curriculum for all students.
- * provide differentiated and assisted technology supports and opportunities to meet the needs of all learners.
- * provide customized opportunities for course credit recovery.
- * create and analyze results common assessments.

* manage student performance and perceptual data for improvement of individuals, programs, departments, buildings and district.

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 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 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 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 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

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Training	2008-08-01	2014-06-01	Technology DSI Committee members, District Technology Committee, Designated Staff, KISD Technology Consultants and Building and District Administration

5.1.3.1. Activity: Technology Training

Activity Type: Professional Development

Activity Description: Teachers will receive ongoing training on multiple technologies identified to support student mastery of intended outcomes for all learners, application of on-line UDL strategies, common core curricular development designs, web 2.0 resources, EXAMVIEW software, Assistive Technologies, the managing and storing student performance data and the analysis of data for building and district school improvement.

Planned staff responsible for implementing activity: Technology DSI Committee members, District Technology Committee, Designated Staff, KISD Technology Consultants and Building and District Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2008-08-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Technology Training	Title II Part A	6,330.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$6,330.00	\$0.00
Section 31 a	\$56,500.00	\$0.00
Title II Part A	\$222,772.00	\$0.00
Title III	\$90,500.00	\$0.00
Title I Part A	\$93,240.00	\$0.00
General Funds	\$2,000.00	\$0.00

Assurances

Special Education

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

Response: *Yes*

Comments: *The DSIT Review CIMS data and identifies areas of needed improvement annually.*

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:

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

Response: *Yes*

Comments: *The district is working with the ISD Instructional Technology and SI Consultants in providing tools, resources and related training for instructional technologies to include Assistive Technologies, Web 2.0 Tools. UDL Technologies, Student Performance Management Technologies, On-line and Blended Instruction , Digital Text (Reading and Writing), E-Assessment Builders, EDP Trackers, Web_based Curricula Design, Electronic Evaluations, On-Line PD, On-line Course Builders and Technologies used as Supplemental Supports for students.*

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: *Students are tested on Tech literacy iar rhe MS Level. Students also have mandatory dedicated Technology courses K-12, which are aligned to the METS. All students are required to have an electronic EDP.*

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
Mr.	Kent	Swinson	Superintendent	kent.swinson@staff.spartaschools.org
Mr.	Mark	Kasmer	Assistant Superintendent	Mark.Kasmer@staff.spartaschools.org
Ms.	Nicole	Peterson	Principal RV	nicolepeterson@staff.spartaschools.org
Mr.	Joel	Stoner	Principal MS	joel.stoner@staff.spartaschools.org
Mr.	Matt	Spencer	Principal HS	matt.spencer@staff.spartaschools.org
Ms.	Marialyce	Zeerip	Principal ENG ALT ED and	marialyce.zeerip@staff.spartaschools.org
Mr.	Kris	Vydareny	Principal AV	kris.vydareny@staff.spartaschools.org
Ms.	Vanessa	Ruffer	BSI Chair RV	vanessa.ruffer@staff.spartaschools.org
Mr.	Cary	Stamas	Asst Principal HS	cary.stamas@staff.spartaschools.org
Mr.	Steve	Johnson	Asst Principal MS	steve.johnson@staff.spartaschools.org
Mrs.	Maryrose	Johnson	Coordinator WECC	maryrose.johnson@staff.spartaschools.org
Mr.	Kevin	Shuneson	BSI Chair AV	kevin.shuneson@staff.spartaschools.org
Mr.	Rob	Pawloski	BSI Chair ENG	rob.pawloski@staff.spartaschools.org
Mrs.	Stacey	Rumsey	BSI Chair HS	stacey.rumsey@staff.spartaschools.org
Mrs.	Wendy	Berwald	BSI Chair MS	wendy.berwald@staff.spartaschools.org
Mr.	Tony	Smolinski	Operations Director	tony.smolinski@staff.spartaschools.org
Ms.	Deb	Carnes	Finance Director	deb.berenbrock@staff.spartaschools.org
Mrs.	Susan	Gates	Special Education Directo	susan.gates@staff.spartaschools.org
Mr.	Spencer	McKellar	Student Representative Bo	spencer.mckellar@staff.spartaschools.org
Mrs.	Deb	Gair	Parent Rep RV	dgair@aol.com
Mr.	Doug	Davis	DSI Chair Math	doug.davis@staff.spartaschools.org
Mr.	Art	Weiss	DSI Chair Math	art.weiss@staff.spartaschools.org
Mrs.	Suann	Foust	DSI Chair	suann.foust@staff.spartaschools.org
Mrs.	Ann	Hahn	DSI Chair Content	ann.hahn@staff.spartaschools.org

			Literac	
Mrs.	Jessica	Harris	DSI Chair Diversity &Stud	jessica.harris@staff.spartaschools.org
Mrs.	Margaret	Peters	DSI Chair ELA	margaret.peters@staff.spartaschools.org
Mrs.	Katherine	Makowski	DSI Chair ELA	katherine.makowski@staff.spartaschools.org
Mr.	Todd	Toporski	DSI Chair Technology	todd.toporski@staff.spartaschools.org
Mrs.	Julie	Aitken	DSI Chair AMPe	julie.aitken@staff.spartaschools.org
Mr.	Joe	Droski	AD/ Admin. rep. AMPE	joe.droski@staff.spartaschools.org
Mr.	Matt	Landry	DSI Chair Science	matt.landry@staff.spartaschools.org
Mrs.	Mar	Higgins	DSI Chair - Social Studie	mar.higgins@staff.spartaschools.org
Mr.	Dave	Thocker	DSI Chair Social Studies	dave.thocker@staff.spartaschools.org
Mrs.	Ruth	Bradford	Parent Rep.	mrbradford1@juno.net

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

All stakeholders participate in our district school improvement process. The BSI Teams, DSI Committees, DSIT work to design and plan SI initiatives using the District Mission, Vision District Core Principles set by the Board of Education and DSIT. Data is presented during the school year to monitor student growth in learning in the identified areas for current and past years. Individual buildings (BSI Teams) also collect assessment data to monitor student growth and identify areas of need for goal setting and BSI plans. Perceptual data is collected from the parents and community members, and parents are on the BSI teams to assist with the BSI and DSI planning, development and monitoring of progress.

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

Curriculum, instruction & assessment decisions are made through the District School Improvement Team (DSIT), Building School Improvement Teams (BSIT) and pre-K-12 District School Improvement Committees. All certified staff participate in one of the District School Improvement (DSI) pre-K-12 Committees. Each building sends representatives to the Building School Improvement Team (BSIT). The BSI Chairs, DSI Chairs, and Administrators meet as the DSIT to make curricular, instruction and assessment decisions. All stakeholders in the district are represented and participate in the SI process. Each May the DSIT team reviews the progress on the current year goals and present their 1-3 year recommendations and goals to the entire DSIT and the Board of Education.

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

The District reports student and district performance information to the community/parents through the Annual Report which is on the District Web Site and hard copies are available in each Building, and through the posted

minutes and Annual Summaries of DSIT. Individual buildings will post the BSI plans and Newsletters on the Web Site as well.

Elementary buildings articulate grade level standards in parent terms through brochures and report cards sent out at trimesters, and through Various Parent/Community Meetings. The K-2 building sends out report cards in English and Spanish. Elementary. At risk students who receive interventions have reports sent-out to the parents on progress monitor graphs and letters at progress monitoring intervals. Secondary students receive report cards that are sent out to parents and parents can access their grades on line. Review of student performance at the secondary level/High School are reviewed at meetings with counselors, student, and parents at educational development plan (EDP) meetings. All families receive the building and department newsletters in their native language. And translation services are available for families, as needed.

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:	Superintendent
Address:	465 S. Union St., Sparta Mi, 49345
Telephone Number:	616-887-8253

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?

Professional learning activities to implement this plan include ongoing focussed and sustained Professional Development regarding:

- * Curriculum development processes (Common Core, GLCEs /HSCEs) Priority Expectations, Unwrapping Standards, Project Based Learning, Differentiation and Accomodations, UDL (Universal Design for Learning), Formative and Summative Assessment Design.
- * Content Literacy Instructional Strategies for Writing and Reading to Learn
- * Literacy Coaches Network and Trainings
- * Gradual Release of Student Responsibility Instructional Framework
- * System-wide interventions including supplemental support materials and services, assessments (universal screeners and progress monitoring)
- * Cultivating Respectful Relationships through Capturing Kids Hearts, Teen Leadership, and Process Champions w/ the Flippen Group
- * Creating Safe, caring and orderly environments through CPI, CPR and First Aid, MERT, Core Crisis Response planning and training
- * Diversity
- * Teacher Modeling
- * Team Teaching and Differentiations & Accomodations
- * School Improvement requirements, processes and protocols
- * Writers Workshop and Content area Writing Training
- * Instuctional and Management of Student Performance Technologies such as UDL, Elelvctronic Assessment Builders, Assistive technolgies, Digital Text and Resources, IGOR/INGA/HELGA...KISD Data Warehouse, Power School, MUNICE, MEDS/MSDS/M-Six, Web Site usage and development, on-line and Blended Instruction, Web 2.0 Tools and Supplemental Services Technologies

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

Utilization of Title Grants, State Categoricals, General Funds, KISD and In-House Consulting Services, Services provides through the MDE, reorganization of District Personnel, and Collaborative efforts w/ Kent ISD and neighboring Districts have be carefully organized to support the District and Building SI Plans.

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

The analysis of internal and external student performance data, use of CIMS data, the CNA building and district data (demographic achievement, process and perceptual data) indicate need for Web 2.0, Universal Design for Learning and Project Based Learning Curriculum comprehensive training. Our findings indicate a need to better utilize Instructional, Student Performance and Management of data technologies to support the District and Building SI plans and general operations. The district has entered into an agreement to collaborate w/ Kent ISD for all district technology services in an effort to improve the access and use of available technologies by district personnel so to build the system's capacity to integrate technology for school improvement initiatives, the district's management of information and communications.